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ABSTRACT

This curriculum package on workplace communication skills is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. After a brief overview of the Workforce 2000 Partnership, the curriculum package's contents are described. Presented next is a curriculum guide for a course in communication skills for new employees. Included in the curriculum guide are the following elements: module title; author; job title; general instructional objective; and specific instructional objectives, list of required resources and materials, and suggested learning activities and evaluation activities. Next, a lesson plan is provided that contains detailed instructions for conducting the guided practice, applied practice, and closure activities. The activities provided are designed to help learners develop verbal, nonverbal, and written communication skills. Concluding the document are handouts, transparencies, tests and a sample individual education plan. (MN)

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ED 424 471

Patterns for Success: Communication (P10)

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Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics is developed by the educational partners which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. Also during the analyses the curriculum developer will look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs which is performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor thereby improving productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Communication
Job Title: New Hires

Author: Christina Hall/Susan Stagliano

General Instructional Objective: Communication Skills
Overall Time: 2.25 hrs.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation) V. 300 Interpret task related communication such as following, clarifying, giving or providing feedback to oral instructions.	10 min	1.1 Motivational Activity Exercise #1 - Let's Play Gossip.	Sample Phrases	Resulting Phrase
(Preview)	15 min	2.1 Administer Preview	Preview Test	Preview Results
V. 500 Use appropriate non-verbal communication.	25 min.	3.1 Instructional Activity • Define process of communication. • Define types of communication. • Define tools of communication. • Define feedback and clarification.	Handout - "Communication Process" & "Clarification and Feedback" (Transparency or handout) Black Board or Flip Chart Markers/Chalk Overhead projector (optional)	Student feedback to material and questions.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
V. 300 V. 500	20 min.	4.1 Instructional Activity • Teach students about the different interferences in the communication process. These include: Perception, language, listening, and speaking. • Discuss perception and language. Complete Exercise #2 "Examples of Perception through Language" to illustrate our discussion. • Discuss the last two interferences (listening and speaking)	Black Board or Flip Chart Markers/Chalk Binder paper for students Dictionary	Students feedback and answers to material and exercise.
	15 min.	4.2 Guided Practice Activity Exercise #3 This exercise is to help the students become aware of their listening habits.	Handout - "Self-Awareness Assessment" - Burley & Allen. "Listening the Forgotten Skill"- (1982) p. 12-15.	Completed Assessment and students feedback.

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
V. 300 V. 600 Organize information into an oral report.	10 min.	5.1 Instructional Activity • Review with students what we have learned up to this point. • Teach students the importance of organizing the message for effective communication.	Black Board or Flip Chart Markers/Chalk	Feedback from students
	30 min.	5.2 Applied Practice • Exercise #4 - Conduct drawing activity as an application of organizing a message. • Upon completion, discuss methods used to organize their message during activity.	Handout - "Drawing Activity" Ruler Pen or pencil	Feedback from students and observation of their interaction.
(Closure)	10 min.	6.1 Closure Activity Administer Review - Record results and discuss.	Reviews	Results of Test

LESSON PLAN

Teachers Instructions

This Module is written for your teaching us. **Bolded** sentences are written in a conversational manner, such that the sentences may be read directly to the students. Sentences in brackets [ ], contain information that pertains to the instructor. I recommend that teachers use their own initiative in supplementing the information contained in this Module. This will result in a more effective class for the students.

1.1 Motivational Activity - Exercise #1 - Let's Play Gossip - 10 minutes

[Directions = Place the students in a line or circle. Review some of the following phrases and pick one which is going to be used in this activity. You as the teacher will tell the first student in line the phrase (make sure you whisper). Then have that student whisper the phrase to the next student and so on until the last person receives the message. When the last person receives the message, have that student state the message out loud. Compare the last student's message to see if that was indeed the original message. Because of difficulties in the communication process, the message will usually be altered during the course of being passed through all the students.]

[Possible Phrases:
* If you always do what you've always done, you'll always get what you always got.
* Christmas Eve is a holiday, but Christmas Day is a holy day, and Veterans Day is a honorable holiday.
* When it rains it floods and when the sun shines it is bright, but Jane likes the shiny sun most of all.]

Rules for students = 1. The message must not be stated aloud until the last person has received it.

2. You are allowed to tell message only <u>one</u> time. (No repeating the message!)

3. The receiver is not allowed to ask questions or allowed to repeat the phrase for clarification.

[After completion, explain the purpose of this activity]

The purpose of this game was to get you involved in the communication process. You will notice that communication is not always easy when we are not allowed to use all our resources. This happens in our communication process at work and at home everyday. We forget what is involved in communication and all the elements that can break down our communication with our receiver. In this exercise you were required to utilize your listening and speaking skills.

2.1 Preview Test - 15 minutes
Administer Preview Test to students. Collect and wait to discuss answers after Review.

3.1 Instructional Activity - 25 minutes
[Explain to students that there are three elements of the communication process: Sender, Message, and Receiver.]

- **Process of Communication -**
Most of the time we don't think about what communication is. In actuality communication is a process. There are three elements to this communication process. They are:

SENDER (1) —— MESSAGE (2) ——— RECEIVER (3)

?? What would happen if one of the elements was missing??

[Students will probably notice that if one of the elements was missing then communication could not take place. Now explain to students that communication is a continuous process. Use the black board to demonstrate the following example.]

Communication would not take place. Communication is a continuous process. For example: When the Sender (A) sends a message to the Receiver (B) the receiver then gives a response (feedback), therefore becoming the Sender and so on.

Here is an example:

Jane's supervisor tells her to grab the bundle in the corner and follow the directions on the bundle. (Supervisor = Sender Jane = Receiver)
Jane responds by saying, "There are 7 different bundles. Which is the bundle you would like me to get? (Jane = Sender Supervisor = Receiver)

This is communication. We think of this as something so simple, but there are many types of communication and interferences.

- **Types of Communication -**
Now that we know the three elements of communication (sender, message, receiver), we should also be aware of the different types of communication.

Sometimes we think of communication as only talking (verbal), but there are two other types of communication.

?? Can anyone name the other types of communication??

The three (3) types of communication are:

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1. **Verbal - messages are expressed using language and sound.**
   Example = the words you use to speak to co-workers, supervisors, friends, etc.
2. **Nonverbal - messages are expressed without use of language.**
   Example = rolling of the eyes, tears, frowns, smiles, etc.
3. **Written - messages expressed using symbols.**
   Example = History records, gum-sheets, paychecks.

Since we now know communication can be verbal, nonverbal, and written, what tools do we use to transmit the message between the sender and receiver?

- **Tools of Communication -**
  There are numerous Tools of Communication and they will continue to grow as technology does. Some examples of the different tools we use everyday are:

  Telephone, radio, intercom, television, computer, newspaper, fax, satellite, letter, signs, etc.

  [Ask students for any other communication tools they use.]

  ?? What other tools have you used in communicating??
  [magazines, flowers, gifts, memos, etc.]

- **Feedback and Clarification -**
  We have discussed how the sender can send a message to the receiver, but to keep the communication going we need Feedback or Clarification.

  ?? What happens if we do not have feedback or clarification??

  [Communication stops!]

  ?? So then why is it important to have Feedback or Clarification??

  [It is important to have clarification or feedback because it lets the sender of the first message know that you (receiver) understand the message and/or that you are listening to them.]

  ?? Can anyone tell me the difference between CLARIFICATION and FEEDBACK??

  We define CLARIFICATION as the process by which the receiver confirms the sender's message. FEEDBACK is what occurs when the receiver states his/her opinion.

  As we can see, clarification does not involve the receiver stating his/her opinion.

Clarification only involves the receiver repeating (confirming) the message in his/her own words, thereby showing that he/she understands the sender's message.
On the other hand, feedback is when the receiver gives their opinion on the sender's message thereby in turn becoming the sender and so on.

For example: A (sender) —— message —— B (receiver)
B (sender) —— feedback (message) —— A (receiver)
and this can continue to repeat until conversation is complete.

Example:

Joe said, "Brian put the bundle by the machine with the other bundles." Brian responded (feedback) "I do not think I should place the bundle by the machine because it may get confused with the other non-related bundles."

Notice that Brian did not just clarify but he stated his opinion on why the bundle should not be placed where Joe stated.

4.1 Instructional Activity - 20 minutes

Have you ever noticed that sometimes there are things that interfere with the communication process? For example, when you are telling someone something and they take the information the wrong way or don't understand.
There are four items that are most common in the interference of communication, and they are: perception, language, listening, and speaking.

A. We define the first two as:

1. **Perception = the way each individual sees and interprets the world. People view the world in many different ways, depending on their experiences.**

2. **Language = meanings are in people, not in words, especially when people speak different languages. However, even in the same language, a single word might mean different things to different people depending upon how the word is sent and received.**

[Explain to students that meanings are in people, not in words, especially when people speak a different language. Emphasize the importance of clarification.]

Exercise #2

Let's try some examples of PERCEPTION through LANGUAGE: We have learned that meanings are in people, not in words. I am going to give you a word and I want you to write down the first thing you think of. Then we will discuss our various

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answers.

The first word is: 1) Republican 2) Liver 3) Teenager 4) Ice-cream 5) Washington

[Get the dictionary and give the definition meaning to three of the words.]

?? How close was your definition to the dictionary??

?? Was your definition your opinion??

It is amazing, that with all the different meanings of words that we are still able to communicate. The key to effective communication is to clarify your understanding of the message (don't assume that you understand the speaker's message). You also need to put yourself into the speaker (senders), shoes.

B. Now let's discuss the last two interferences with communication = LISTENING AND SPEAKING

LISTENING is the hardest interference to define and change in ourselves. Did you know that we spend more time listening in communication than talking? 70% of our waking hours are spent communicating. 9% of that time is writing, 16% is reading, 35% is talking, and an unbelievable 40% is listening. (Allen-Burley, 1982 pg.2)

We will define LISTENING in three parts. Listening is taking information from the sender while not placing judgement, inviting the communication to continue, and encouraging conversation from senders ideas.

Notice that we should not place judgement. This is very hard to do. That is why we should think about the listening process while we communicate.

There are other things that can alter our listening, such as outside noises and disturbing movements in the room . Examples of this could be doors opening, people coming and going, machinery, phones, coughing, etc.

This brings us to SPEAKING, the fourth interference of communication. We discussed perception and language earlier, and just previously talked about listening. All three of these interferences effect the fourth = speaking. The way we perceive things, the language and background we use, and the judgement or body motion we use while listening can effect the way we speak.

With speaking there are three (3) factors that we as the speaker (sender) can control, and one (1) factor that is less controllable. The three factors in which a speaker can control are: Vocal, Topic, and Delivery.

1. Vocal - this is the way we control our voice. We must remember to speak loudly and articulately. Most people talk softly and don't articulate. This hinders communication. Don't forget that we might be perceived as having an accent, and articulation will help in the understanding.

2. Topic - make sure the topic you are talking about is relevant to the listener (receiver).

3. Delivery - watch how you present yourself. Don't be a statue or use a monotone voice.

The area which is <u>less</u> controllable is what we call TECHNICAL or outside noises beyond the sender's control. For example: loud machines, echoes in a room, or people entering and leaving the room.

4.2 Guided Practice - Exercise #3 - 15 minutes
You need to become aware of your listening habits. This exercise is a Self - Awareness Assessment.
This exercise can be found in: "Listening - the Forgotten Skill" - Burley-Allen, 1982 pg. 12-15

Directions: Read each question and place a (✓) check in the box which is closest to what you do. After completing the questions go to the next section. Circle the number that represents the area you checked on each item of the self-evaluation. Then total the number of items circled in each column and look at where you stand.

5.1 Instructional Activity - 10 minutes
A. Let's review what we have learned.

1. **Communication is a three (3) step process = Sender — Message — Receiver**

2. **There are three (3) types of communication that we use = Verbal, Nonverbal, and Written.**

3. **To keep the communication process going we must give feedback or clarify what the sender is saying.**
   The difference between feedback and clarification is that feedback is stating one's opinion and clarifying is confirming the sender's message.

4. **The four (4) things that interfere with communication are = Perception, Language, Listening, and Speaking.**

5. **The <u>hardest</u> interference of communication to change is <u>Listening</u>. Because**

when listening, one should not be judgmental, and must also be able to keep the conversation going.

B. We have already learned that to become a better listener:

(1) We must not be judgmental, (2) must keep the conversation going through feedback and clarification, (3) must stay focused on the sender, (4) must be able to recall the information on a later date, and (5) try to reduce outside noise.
**** One thing we must remember is that we should take notes as a listener so we can repeat the information to the sender. This will also help us look back and remember the information at a later date if necessary.**

To be a better speaker we must speak clearly, articulate, be interesting, use a conversational voice (not monotone), and speak loudly.

Another area we have not mentioned is how to ORGANIZE THE MESSAGE. When we get ready to speak to a friend we don't necessarily organize our message on paper, but we do organize it in our head. When you are speaking you must organize your message in a logical and orderly manner. Make sure the listener understands the message and can repeat it. Finally, summarize what you have said and ask for feedback.

5.2 Applied Practice - Exercise #4 = Drawing Activity - 30 minutes
[This activity is conducted in two parts.]

[1. Part I = Have students break up into teams of two. If there is an uneven number of students, allow one student to either be a monitor or partner with the instructor. Give one team member on each team a drawing, which the other team member is not allowed to see. Have team members sit back-to-back. The team member with the drawing must use good communication skills (organizing the message, presenting the message, active listening through feedback) to communicate to his teammate how to draw the picture. Give teams rulers to increase accuracy. The team member drawing the picture must use the skill of active listening. If the pictures match upon completion, then the team communicated well. If not, have the team discuss where communication broke down. (Remember: Not only is the drawing itself important, but also the placement of the drawing on the page must be communicated as well.)

2. Part II = Exchange pictures amongst the teams, and reverse the process. Have teams evaluate there communication techniques upon completion.]

The purpose of this exercise is to show you several aspects of communication:

1. To show the need of organization and clear presentation of a message (giving

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drawing directions with little or no preparation time is difficult).

2. **To give you the opportunity to utilize good communication skills.**

3. **To give you the opportunity to analyze communication; where it worked and where it didn't.**

So how can we become better communicators? By becoming a better listener, speaking clearly and loudly, and by presenting our message in an organized manner.

6.1 Closure Activity - 10 minutes
Administer review test to students. Collect and discuss answers.

The Communication Process

The communication process consists of three (3) elements:

Sender → **Message** → **Receiver**

What would happen if one of these elements was missing?
Communication would not take place.

Must the Sender and the Receiver of the message always be communicating by talking?
No! There are different types of communication.

Must the Sender and the Receiver always be people?
No! The Sender and Receiver of a message could be any one of several tools of communication.

TYPES OF COMMUNICATION

VERBAL - messages are expressed using language and sounds.

NONVERBAL - messages are expressed without the use of language.

WRITTEN - messages are expressed using symbols.

HOW IS CLARIFICATION DIFFERENT FROM FEEDBACK?

CLARIFICATION is the process by which the receiver confirms the sender's message.

FEEDBACK occurs when the receiver states his/her opinion.

Exercise #4 - Drawing Activity

Create four or more shapes to use in exercise.

Name: _____

Date: _____

Communications Preview/Review

1. What are the 3 steps in the communication process?
   A. Message Clarification Feedback
   B. Sender Message Receiver
   C. Verbal Nonverbal Written
   D. None of the above

2. Which of the following is an example of a tool of communication?
   A. Telephone B. Radio
   C. Computer D. All the above

3. True or False: The sender and receiver of a message must always be people.
   A. True B. False

4. True or False: Clarification is the same as feedback.
   A. True B. False

5. Which of the following is considered a difficulty in the communication process?
   A. Perception B. Language
   C. Focus D. A & B

6. Which of the following would not be a technical difficulty when speaking?
   A. An echo in the room B. Static in the microphone
   C. Loud machinery D. A sore throat

7. Which of the following is NOT one of the 4 parts of speaking?
   A. Attending B. Vocal
   C. Topic D. Delivery

8. When organizing a message, you should always:
   A. Organize the message in a logical and orderly manner.
   B. Make sure the listener understands the message and can repeat it.
   C. Summarize what you have said and ask for feedback
   D. All the above

9. Which of the following is NOT a quality of a good speaker?
   A. Projects voice
   B. Make sure topic is relevant to listener
   C. Uses a monotone voice
   D. Articulates words

10. The hardest interference in communication to change in ourselves is:
    A. Talking
    B. Writing
    C. Reading
    D. Listening

Communications Preview/Review
Answer Key

1. What are the 3 steps in the communication process?
   A. Message Clarification Feedback
   B. Sender Message Receiver
   C. Verbal Nonverbal Written
   D. None of the above

2. Which of the following is an example of a tool of communication?
   A. Telephone B. Radio
   C. Computer **D. All the above**

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   A. True **B. False**

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   B. Writing
   C. Reading
   D. Listening

The "Effective Communicating Self-Evaluation" is copyrighted material. You may obtain a copy from: Burley & Allen. Listening the Forgotten Skill. 1982, pg. 12-15.

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Activities and research from previous Workforce 2000 Instructors were also used for completion of this module. - C.Hall

Revised 5/96

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Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

Name of Course: _____
Date of Course: _____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• Improve skills for current job • Improve skills for changing technology/ future jobs • Improve problem solving/critical thinking • Improve speaking/ listening	V.300 Interpret task related communication such as following, clarifying, giving or providing feedback to oral instructions.	Let's Play Gossip			
		Preview Test	_____	X	
	V.500 Use appropriate non-verbal communication.	Defining Communication: process, types, tools, feedback, and clarification.			
	V. 300 V. 500	Interferences in the communication process.			
		Examples of Perception			
		Listening Quiz = "Self - Awareness Assessment"			

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
	V. 300 V. 600 Organize information into an oral report.	Organizing the message for effective communication.			
		Drawing activity			
		Review Test	X	____	

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Employee Signature Date

Instructor Signature

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